Course description

Qualitative research offers policy makers multifaceted, nuanced and rich insight into the issues they are seeking to impactfully address with their policies, for example in pursuit of the Sustainable Development Goals (SDGs). A qualitative perspective helps to draw out complexities and connections that identify trade-offs that come with all policy choices. Practical skills on how to conduct qualitative research, to evaluate it for its rigour, to assess what it can contribute to policy debates, and to package it for highest impact and evidence uptake are crucial in the policy sphere.

Aims of the course and learning outcomes

The aim of the course is to equip students with the knowledge and practical skills needed to conduct and interpret qualitative research and evaluate the strength of the empirical findings. It does so by getting deep into the question of what makes good qualitative research and how it can be translated for better policies—and then asking students to design their own qualitative research project. This means students will apply learnings about qualitative inquiry, drafting a research design as well as collecting, analysing and packaging qualitative data. Specifically, the course aims to

· sensitize students to different knowledge philosophies appropriate to different types of questions so that they are able to recognize how different types of policy-relevant knowledge are created, and how such knowledge can be utilised to assess claims regarding the strength of evidence;

· equip students with skills needed to critique qualitative research for its rigour and assess trade-offs between quantitative and qualitative research;

· introduce students to a range of qualitative research methods and assess their applicability to different research questions using the research flow framework;

· familiarize students with examples of qualitative studies on issues relevant to international development policy or life in Chicago.
By the end of the course, students will be able to
· evaluate the rigour of qualitative research;
· compare applicability of different types of qualitative research for different research questions and purposes;
· recognize the role of qualitative research in public policy and analyse policy implications of qualitative research findings;
· design a qualitative research project and apply qualitative research methods.

Who is this course for?
This course is for students without prior experience of qualitative research, or for students who might have experience conducting formative qualitative research in preparation of quantitative research. The course is explicitly designed to act as a learning accompaniment to quantitative courses students might have taken at Harris, with the aim to offer students exposure to how issues they might have encountered in quantitative classes at Harris are reflected in qualitative research, and how qualitative knowledge helps broaden and nuance perspectives on the complexity of an issue.

In addition to training students in analytical skills, this course is committed to being a practicum through application of the methodological knowledge needed to conduct qualitative research, from choosing a research question, assessing what type of design works best, how to collect the data, how to analyse and present it and what steps are necessary for theory formation. Students will work on their own research project in weeks 4 - 9.

But, above all else, this course is for students who are curious about the world around them, who want to understand how to better address complex problems, and who love observation as well as hearing people’s stories about the lives they lead.

Design of the course
The course is designed to make qualitative research come to life by being hands on, with a short, often reflective, assignment almost every week. Most of these assignments are building blocks for the final research assignments. More detail on the assignments can be found in the weekly schedule; how they are graded is outlined below in the section on assignments. The class schedule marks whether assignments are part of the overall participation grade or whether they will form a separate part of students’ grades.

About your instructor
Mareike Schomerus, (PhD, London School of Economics and Political Science) is Vice President at Busara. She was formerly Director of Programme Politics and Governance at ODI in London (formerly Overseas Development Institute), and Research Director of the Secure Livelihoods Research Consortium (SLRC), also at ODI. At Busara, she leads the Center’s work that links behavioral science, governance, fragility and violent conflict. She is a widely published researcher with a body of work on violent conflict, political contestation and peace processes in South Sudan and Uganda and across borders, as well as behavioral mechanisms in post-conflict recovery, for which she has developed a body of work on the ‘mental landscape’ of lives in or
after situations of violence conflict. In addition to conducting and leading academic research, she has conducted applied research for a wide range of international organisations. She is the co-editor of two volumes (on African secessionism and South Sudan’s borderlands (Palgrave Macmillan 2020, 2013) and author of the monographs The Lord’s Resistance Army: Violence and Peacemaking in Africa (Cambridge University Press 2021) and Lives Amid Violence: Transforming Development in the Wake of Conflict (Bloomsbury, 2023). At Harris, she also teaches a course on behavioral experiments for international development policy.

Kairvy Grewal is the seasoned TA of this course, supporting your learning for the second year in a row. Kairvy will hold office hours (to be announced). Kairvy is at kairvygrewal@uchicago.edu.

Sunny Anand will handle all logistical queries on Canvas, readings, absences. Sunny can be contacted at sunnyanand@uchicago.edu.

How this class will work

Class meeting time and location

The class meets in person Monday and Wednesday (4.30 – 5.50pm) in Keller tbd. Typically, Mondays will be devoted to introducing the material for the week; Wednesdays will be seminar- or workshop style. Attendance is mandatory on both Mondays and Wednesdays; students need to notify the instructor of absences. Your presence in the class room is really important as this is a course that relies on reflection, discussion and practice. However, in case of sickness, students need to notify the TA of absences, particularly if having to isolate due to Covid. In such a case, the TA will provide the zoom link to the class. When attending class via Zoom, students are expected to mute their microphones and activate their cameras when possible. Class recordings can be made available upon request only.

We are also doing an informal field trip for a couple of hours on April 19. This is not mandatory, but it will be fun.

Up-to-date information on UChicago’s attendance policies may be found at:

- https://goforward.uchicago.edu/
- https://teachingremotely.uchicago.edu/
- https://learningremotely.uchicago.edu/

Canvas and other teaching tools

We will use Canvas as the main teaching tool and way to communicate. All readings will be uploaded here, organised by week. The Canvas calendar will also give you the relevant dates.

Office hours and how to contact the instructors

You can contact Mareike at mareikeschomerus@uchicago.edu.

For all matters related to the content of the course (questions on readings, feedback, brainstorming), please get in touch with Kairvy Grewal kairvygrewal@uchicago.edu.
For all matters related to running the course (readings, Canvas, logistical questions), please get in touch with Sunny Anand sunnyanand@uchicago.edu.

Mareike will have office hours in Keller (room tbd) at the following times:

- Mondays (March 20 – May 15), 6 – 7.30pm
- Tuesdays (March 21 – May 16), 2 – 4pm

Sign-up sheets for 15min slots will be on Canvas. If you have trouble making any of these slots work, please reach out separately. However, it might help to plan ahead and sign up for a slot in advance if you know you might have questions at a particular time in the quarter. It is usually really tough to put on extra office hours in the last weeks of term, so please do plan ahead. If you have signed up for a slot and can no longer make it, please be courteous to your fellow students and delete your name so someone else can take your slot. Students who have missed two appointments without cancelling might no longer be allowed to sign up to an office hour slot. Please just don’t do it.

Assignments and assessment

Students’ grade will be made up of the following:

**Short assignments graded (30%)**: There will be two (very) short graded assignments. These are designed to support students in working towards their final research paper, but they will be graded as stand-alone contributions.

*Due dates for short graded assignments: April 21, May 12*

**Research paper (45%)**: The final research paper of no more than five pages in length will consist of an outline of the research question; research design with brief justification of case selection, theoretical approach (including brief literature overview) and methods; preliminary insights from sample interviews and suggested policy-relevant preliminary findings. A detailed template will be provided. Students should endeavour to discuss their approach with me at least once during office hours.

*Due date: May 24*

**Class Participation 25% (15% attendance and class participation; 10% assignments marked as ‘participation’)**: Students are expected to attend lectures and actively contribute to seminar discussions, maybe at times taking the lead in the discussions. In addition, 10% of the participation grade will be drawn from four short weekly assignments that are marked as ‘participation’. These will not be individually marked, but used to provide an insight into students’ engagement with the class material. They will also help guide feedback discussions during office hours.

*Due dates: Participation assignments: March 31, April 14, April 28, May 5*

All assignments should be submitted as soft copies via Canvas in 12-point font with a standard margin of about one inch/2.5 centimeters. Assignments that are longer than the stated length will have points deducted for each page that overruns the page or paragraph limit. The page limit includes references (which can be included in smaller font footnotes); word limits include the title of the assignment. The reason why this is such a strict policy is because particularly in the
policy world, people’s tolerance for reading beyond expected length is very limited, so learning how to be succinct is part of this course.

Assignments are always due on Fridays at the end of the day (yes, that can mean midnight), except the final one. This is to give you the chance to have a weekend and to give us a chance to give you feedback as swiftly as possible so that you can use it the following week.

Late submissions will be subject to deduction of one half-grade per day. If you are running into problems, do let Sunny Anand know first.

**Organizing your quarter: Important dates and ideas for planning ahead**

This section gives you a general sense of how to plan your workload for the quarter. The course is roughly divided into three sections: introductory weeks where we lay a lot of the foundational knowledge; research design weeks where you start working on your research project; and data collection and analysis weeks, where you need to schedule interviews with people.

<table>
<thead>
<tr>
<th><strong>Part 1: Foundations</strong> (weeks 1, 2, 3)</th>
<th><strong>Part 2: Research design</strong> (weeks 4, 5, 6)</th>
<th><strong>Part 3: Data collection, analysis, write up</strong> (weeks 7, 8, 9, 10)</th>
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<tr>
<td><strong>Scheduling</strong></td>
<td>Emphasis on reading and class work.</td>
<td>Your assignments will start to focus on your research design. In week 5, you have to identify three interviewees and confirm by week 6 that they are available. It’s a good idea to make sure you schedule interviews with people for week 7/8. In week 5, we will also have a (very local!) field trip on April 19. Week 7 and 8 should be your interview weeks: schedule two interviews with each of your three respondents, one week apart. Week 9 could be devoted to analysis and week 10 to write up, with your final assignment due on May 24.</td>
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**Grading policies**

**Pass/Fail Policy**

Because this course so heavily relies on team work, we encourage students to not take the pass/fail option. If you are considering a pass/fail option, please speak to the instructor to see what solution we can offer.

**Course outline: Readings, topics, and schedules**

**Readings**

We will be reading articles, book chapters, reports and newspaper articles (and listen to a podcast). The readings each week are split into so-called ‘Tools Readings’, which are readings
that elaborate the craft and technical aspects of qualitative research. Each week also has readings called ‘Delving into qualitative worlds’, which will familiarize you with how qualitative research on a particular theme is written up.

For the Tools Readings, a number of books make a few appearances and are useful (enjoyable, even!) reference books for you. These are:


We are also turning to a classic piece of qualitative research on a part of the world you all know very well. Numerous chapters are assigned from:


Most readings listed here are available online or through library access. We will upload readings to Canvas for ease of access.

**Week 1 (March 20): Substance**

To understand social change, political tension or challenges in international development, different types of knowledge are crucial. The course’s introductory week focuses on the relationship between international development policy and qualitative research. Using the Sustainable Development Goals (SDGs), we examine for what policy questions qualitative research is best suited and what level of scientific evidence it can provide in the eyes of a policymaker committed to evidence-based policy.

**Tool Readings**


Chapter 2. What exactly are qualitative methods?

Chapter 4. On Belay: Connecting your work to an anchor

**Delving into qualitative worlds: Humanizing dry topics**


**Week 2 (March 27): Mindset**

What is the researcher’s mindset? How can it help in identifying and evaluating international development challenges? This week, we unpack how such a mindset can support problem-driven research that is anchored in the real world, rather than focusing on a split between methodological approaches. To help us grapple with the research problems in the coming weeks, we clarify how the type of answer one seeks determines whether one seeks description, causal inference or interpretation—and how applying the notion of the ‘Research Flow’ can help match question and methodological approaches.

**Tool Readings**

**BASIC CONCEPTS from Sociology and Anthropology - Tools to think with.**


4. Cause Four: The Collapse of Sustained Reading


11. Living on the sharp end: Dealing with skeptics of qualitative research


Chapter: Self-Awareness


**Delving into qualitative worlds: Querying big ideas and big personalities**


**Assignment 1 (participation): Who am I?**

Write one page to introduce yourself. Structure this introduction using some of the concepts introduced in the ‘Basic concepts from sociology and anthropology’ reading and some of the issue areas that the SDGs identify. You could, for example, talk about your culture and how it has been shaped or how it has shaped who you are. What are your values? What are the norms by which you live your life and how did they come to be? How have you encountered issues of
health and well-being, just societies or liveable cities in your experiences? How do you think
about your current role or identity? In what social structures did you grow up? Write the
assignment providing a level of information that you are happy for others to read as we will use
these in class.

*Due date: March 31*

**Week 3 (April 3): Questioning**

Using the ‘Research Flow’ framework, we will think about research problems beyond
methodological divides towards a process that clarifies the type of answers sought, and what
research design and method tools are best suited to find those answers. We will focus on
different approaches to qualitative research, dispel the myth that qualitative research is just a
matter of asking open-ended questions of a few people, and grapple with possible shortcomings
of a chosen design and how to mitigate those. We will also look in detail at ethical implications
of qualitative research and the behavior of the qualitative researcher, who often spends
considerable time interviewing people about challenging experiences in their lives.

**Tool Readings**
Creswell, John W. & Cheryl Poth (2018) *Qualitative inquiry and research design: Choosing
   Chapter 3. Designing a Qualitative Study

observations, data analysis, and writing it all up*, Chicago, University of Chicago Press.
   2. Before you Begin: Dreaming and Thinking

Rubin, A. T. 2021. *Rocking qualitative social science: An irreverent guide to rigorous research,
Stanford, CA*, Stanford University Press.
   3. Picking your proj: Identifying your research question

**Delving into qualitative worlds: Health and well-being**
Duneier, M. 1992. *Slim’s Table: Race, Respectability and Masculinity*, Chicago, The University
of Chicago Press.
   Part One: The Caring Community
   1.Slim and Bart

**Week 4 (April 10): Encountering**

In qualitative research, the researcher encounters two people at once: the research respondent and
the self. This week, we will focus on a number of key elements that shape how research turns
out, or that help position a piece of qualitative research more meaningfully in an ongoing debate.
We will focus on time and temporality, discourse, the role of document analysis, identifying bias
as well as unpacking positionality and how this might shape research dynamics and the various
options for data collection.
**Tool Readings**


Chapters 6. Introducing and Focusing the Study


Cognitive Empathy


Chapters 2 and 3 (Research through imperial eyes; Colonizing knowledges).


6. Starting on the right foot: Making and justifying your case selection

7. Flaking out the rope: How to check your sample

**Delving into qualitative worlds: Secure and just societies**


Part Three: Membership in Society

6. The Need for Contact with Society


Chapter 4: Am I an animal? Identity, rules and loss in the Lord’s Resistance Army.

**Assignment 2 (participation): What do you want to know?**

From this week onwards, all assignments will focus on developing your research project. Using insights you have gained on life in Chicago and challenges highlighted in the SDGs, go on a research topic hunt. Walk around your neighbourhood with the aim to identify something that you want to know about the people in it and their experience of one of the SDGs. Read local news sites to see whether there are any relevant hot topics. Note down three ideas (one paragraph each, no more than one page total), covering a research question, justification why you find the
question interesting for a better understanding of the SDGs, what broader insights you hope to get from pursuing that question and identifying who could be your research subject.

**Due date: April 14**

**Week 5 (April 17): Asking**
This week focuses on many practical aspects of conducting your research study. We will particularly zoom in on techniques and tricks for data collection and how to counter the common urge in qualitative research to ask a lot of questions without much focus. One way to avoid this urge is to be clear about the framing of the issue and the role of theory.

Field trip: We’ll be going on a humble, social and inquisitive mini-field trip on April 19. More details to follow!

**Tool Readings:**

7. Data Collection

4. Learning to interview
5. How to conduct a good interview

Heterogeneity

10. Placing Pro: Making causal claims with qualitative data

In addition, please browse the University of Chicago research ethics website to familiarise yourself with the kind of questions that an ethical review board would ask of research involving humans. You can start a submission on the website to take yourself through the process (but don’t submit it). Please come to class prepared to discuss anything you noticed about this process. The relevant websites are:
https://aura.uchicago.edu/
https://sbsirb.uchicago.edu/

**Delving into qualitative worlds: Cities and communities**

Part Two: The Moral Community
3. Valois as a ‘Black Metropolis’

**Assignment 3 (graded):**
This week asks you to focus your research project. Please write a research design (no more than two pages), also called a research blueprint. This needs to include your research question, what key concepts you will link this to and what the broader implications of your findings might be, where your question sits in the literature, what methodological approach/ type of answer you have chosen, what data you will gather and how, identifying up to three interviewees, and a preliminary set of up to ten interview questions. These interview questions should be resolutely qualitative in character: Open-ended and asked with a clear sense of what the narrative answers you might get will contribute to your process of answering your research question.

**Due date: April 21**

**Week 6 (April 24): Embedding**
This week we return to the question of how qualitative research is embedded in a policy process. Research tends to be influential for policy if it offers a rigorous and widely-relatable theory—but how is such a theory derived from qualitative research? We also examine the role of qualitative research to evaluate the impact of a policy and identify obstacles to policy uptake, and how to use the language of research to reach into practice.

**Tool readings**
- Chapters 6. Introducing and Focusing the Study
- 7. Data Collection

- 7. Writing high quality field notes
- 9. The Crux: Content analysis, analytic memos, and other tricks


**Delving into qualitative worlds: The extraordinary ordinary**


**Assignment 6 (participation): Refining your interview approach**
Based on this week’s feedback and learning, write up ten revised interview questions. Please add a brief interview schedule: Who will you interview, when and under what conditions? Confirm
that they are available and happy to be interviewed by you twice (with two weeks in between), detailing how you have asked them for informed consent (total length: no more than one page)

_Due date: April 28_

**Week 7 (May 1): Analysing**

This week, we look at different methods of data analysis and how each might suit the type of answer sought. It is a very practical week to avoid the feeling (well-known by many researchers) of sitting at a desk, wondering what to do. We will develop different ways to code your qualitative data, adjusting the process according to your research methodology and approach.

**Tool Readings:**


Part 3: Persistence: Using data to solve wicked problems with integrity

Lareau, A. 2021. _Listening to people: A practical guide to interviewing, participant observations, data analysis, and writing it all up_, Chicago, University of Chicago Press.

8. Data Analysis: Thinking as you go


Follow-up

_Delving into qualitative worlds: Insights and ideas_


Chapter 5: Vertical columns of accelerated air: The mental landscape

**Assignment 5: Coding your data (participation)**

Using insights from class discussions, develop a method for coding your data and briefly describe it in no more than a page. Elaborate on how your key will help you to situate your interview data within the concepts you are using and how it will guide you towards gaining an answer to your research question.

_Due date: May 5_

**Week 8 (May 8): Telling**
This week focuses on how to use the analysis of your qualitative data to delve into the craft of writing it up to deliver a coherent and readable set of rigorous research findings, using the power of good research writing. We will think about different formats your write up can take and what are useful tricks to present this research in the most effective way.

Tool Readings

   Chapter 9. Writing a Qualitative Study


   Part 1: People: Telling Stories with Data about People for People

Gilgun, Jane F. (2005) “Grab” and Good Science: Writing Up the Results of Qualitative Research,” *Qualitative Health Research* 15: 256-262.


   9. Writing: Becoming clearer about your contribution


https://www.theguardian.com/commentisfree/2015/sep/23/powerpoint-thought-students-bullet-points-information


(Despite what the somewhat dry title suggests, this is a highly readable analysis of how academic language can fall short of delivering the best impact. You might not be able to read the whole book this week, but I would propose that you browse the chapters to see which interest you most—and then continue to use the insights from this book for the rest of your writing career.)

Delving into qualitative worlds: Framing

Assignment 6 (graded)
Write an abstract of how you are framing your research paper. Summarize its main argument, its method and implications for the SDG-driven debate in which you are situating your findings (word limit: 500 including title).
Due date: May 12

Week 9 (May 15): Using
This is the week when many of our learnings from this course come together. As you are writing up your research, we are returning to the question of what the elements are that can make qualitative research relevant for policy. A number of themes more commonly discussed
regarding quantitative research will become prominent this week, such as how qualitative research can offer validation and reliability.

**Tool Readings**


Chapter 10. Standards of Validation and Evaluation


**Week 10: No class, preparation of final submission**

**Assignment 7/ Final paper (graded):**

Your final research paper should be no more than five pages in length. Some of the building blocks of the paper are drawn from assignments of previous week. The paper should cover the following:

- Abstract
- Introduction highlighting relevance of research question to current SDG debates/literature
- Elaboration of research question
- Research methodology and implemented methods
- Limitations and reflections on your process and learning
- Preliminary findings and emerging argument
- Conclusion with possible policy implications.

**Due date: May 24**

**General Resources Available to Students**

UChicago and the Harris School offer a wide range of support programs for students. Please do not hesitate to reach out to the resources listed below or talk to your instructor.

For your wellbeing:

- [https://wellness.uchicago.edu/](https://wellness.uchicago.edu/)
- Student health services.
- Counseling services: [https://wellness.uchicago.edu/mental-health/](https://wellness.uchicago.edu/mental-health/). Students needing urgent mental health care can speak with clinicians over the phone 24/7 by calling the Therapist-on-Call at 773.702.3625.
For your learning:

- [https://learningremotely.uchicago.edu/learning-resources/](https://learningremotely.uchicago.edu/learning-resources/)
- [https://harris.uchicago.edu/student-life/dean-of-students-office/academic-support-programs](https://harris.uchicago.edu/student-life/dean-of-students-office/academic-support-programs)

### Harris School and University of Chicago Policies

Below, you can find an overview of general university policies (including on academic dishonesty), as well as on how to treat audio and video recordings of classes.

- General [University Policies](#)
- [Academic Polices](#) at the University
- Harris School Policies
- Policies on audio and video recordings: [https://teachingremotely.uchicago.edu/recording-policy/](https://teachingremotely.uchicago.edu/recording-policy/), [https://teachingremotely.uchicago.edu/recording-deletion-policy/](https://teachingremotely.uchicago.edu/recording-deletion-policy/)

### Academic Integrity

All University of Chicago students are expected to uphold the highest standards of academic integrity and honesty. Among other things, this means that students shall not represent another’s work as their own, use un-allowed materials during exams, or otherwise gain unfair academic advantage.

- The University’s policies regarding academic integrity and dishonesty are described [here](#).
- The University’s approach is that “it is contrary to justice, academic integrity, and to the spirit of intellectual inquiry to submit another’s statements or ideas as one's own work. To do so is plagiarism or cheating, offenses punishable under the University’s disciplinary system. Because these offenses undercut the distinctive moral and intellectual character of the University, we take them very seriously.”
- The Harris School’s student policies are available on the policies page of our website.
  - The [Academic Honesty and Plagiarism](#) section expresses the main principles.
  - Detailed guidelines for more specialized student work (e.g., problem sets including computer code) are offered in the sub-section titled Harris Integrity Policy for Problem Sets Involving Code.
- Harris’s specific procedures for handling suspected violations of these policies are available in the section Harris Procedures for Allegations of Plagiarism, Cheating, and Academic Dishonesty.
- In addition to disciplinary sanctions, instructors will impose a grade penalty for students who have committed academic dishonesty.
  - The student will receive a grade of 0 on the assignment in question.

### Disability Accommodations

The University’s policies regarding students with disabilities are available [here](#). The University of Chicago is committed to ensuring equitable access to our academic programs and services. Students with disabilities who have been approved for the use of academic accommodations by
Student Disability Services (SDS) and need a reasonable accommodation(s) to participate fully in this course must follow the procedures established by the Harris School of Public Policy. Timely notifications are required to ensure that your accommodations can be implemented. Currently registered students are asked to notify the Harris Student Disability Liaison, Eman Alsamara (ealsamara@uchicago.edu) of their access requests by the end of the first week of the quarter. The Harris Student Disability Liaison will work with the student and instructor to coordinate the implementation of student accommodations. Harris students are not required to submit their accommodations letter to the instructor. Students from other divisions in the University must submit their accommodations letter to Eman Alsamara (ealsamara@uchicago.edu) in the Harris Dean of Students Office.

Students who are facing extenuating circumstances at any point during the quarter should reach out to their Academic Advisor in the Dean of Students Office for support. If you feel you need accommodations on an ongoing basis, contact Student Disability Services. To contact SDS:

website: disabilities.uchicago.edu phone: (773) 702-6000 email: disabilities@uchicago.edu.

Diversity and Inclusion

The Harris School welcomes, values, and respects students, faculty, and staff from a wide range of backgrounds and experiences, and we believe that rigorous inquiry and effective public policy problem-solving requires the expression and understanding of diverse viewpoints, experiences, and traditions. The University and the Harris School have developed distinct but overlapping principles and guidelines to insure that we remain a place where difficult issues are discussed with kindness and respect for all.

- The University’s policies are available here. Specifically, the University identifies the freedom of expression as being “vital to our shared goal of the pursuit of knowledge, as is the right of all members of the community to explore new ideas and learn from one another. To preserve an environment of spirited and open debate, we should all have the opportunity to contribute to intellectual exchanges and participate fully in the life of the University.”
- The Harris School’s commitments to lively, principled, and respectful engagement are available here: “The Harris School of Public Policy welcomes and respects students, faculty, and staff from a wide range of backgrounds, experiences, and perspectives as part of our commitment to building an inclusive community. Fostering an environment that encourages rigorous inquiry and effective public policy problem-solving requires the involvement and understanding of diverse viewpoints, experiences, and traditions. As a leading public policy school, Harris holds diversity as a core value. That includes not only diversity of opinion, but diversity along a broad spectrum of factors, including race, ethnicity, national origin, gender identity, sexual orientation, ability status, religion, socio-economic background, and social or political belief. Recognizing the value of diversity and inclusion is essential to combating discrimination, addressing disparities, and cultivating ethical and clear-eyed policy leadership.”
- Since English language proficiency also varies within the student body, instructors are also encouraged to affirmatively communicate to students, particularly international students, how class participation features in the classroom experience and affects final course grades, since some students have limited experience expressing their ideas in
English. Other course components, such as regular TA sessions, TA or instructor office hours, etc. should also be carefully explained since some international students have had little to no previous exposure to the U.S. academic system.

**Video and Audio Recordings**

The University has developed specific policies and procedures regarding the use of video/audio recordings: these policies are explicitly described in the University’s student manual as well as in the guidelines for instructors available here. Perhaps the key components of this policy are worth spelling out in your syllabus:

*By attending course sessions, students acknowledge that:*

  i. **They will not:** (i) record, share, or disseminate University of Chicago course sessions, videos, transcripts, audio, or chats; (ii) retain such materials after the end of the course; or (iii) use such materials for any purpose other than in connection with participation in the course.

  ii. **They will not share links to University of Chicago course sessions with any persons not authorized to be in the course session.** Sharing course materials with persons authorized to be in the relevant course is permitted. Syllabi, handouts, slides, and other documents may be shared at the discretion of the instructor.

  iii. **Course recordings, content, and materials may be covered by copyrights held by the University, the instructor, or third parties.** Any unauthorized use of such recordings or course materials may violate such copyrights.

  iv. **Any violation of this policy will be referred to the Area Dean of Students.**